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ABSTRACT

Factors that can both facilitate and restrain the preparation of teachers of learning disabled Hispanics, and areas that should be included in such preparation are identified. Twelve similarities between bilingual education and special education are identified, including the following: specialized populations, specially defined instructional procedures and materials, specially identified and trained teachers and staff, and special financial resources and budgets. Constraints to the preparation of bilingual special educators are as follows: a history of difficulties in the integration of complementary disciplines, problems of power and territoriality, a trend toward reduction in the number of areas of preparation programs, constraint of teacher preparation time, and insufficient numbers of personnel for recruitment. Among the eight facilitating forces are the following: commonalities of experiences and backgrounds; legislated, litigated mandates to serve the unique populations; significant resources available; and developing awareness of unserved groups of students on the part of professionals. The following specialized content areas for the preparation of bilingual special educators are also briefly discussed: language skills, linguistics, social foundations, cultural foundations, educational foundations, human development and learning, psychopersonal domains, interpersonal relations, educational programming, developing and adapting curriculum, evaluating and selecting learning materials, producing learning materials, school-commmunity relationships, and assessment. A conceptual model for teacher training in this field is also addressed. (SEW)

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# PREPARING PERSONNEL TO SERVE LEARNING DISABLED HISPANICS

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The preparation of teachers has always been constrained, directed, and focused by a number of forces. Perhaps no profession has as many external forces influencing its preparation as the education profession. To discuss teacher preparation needs of a specialized area, such as bilingual special education, and that preparation further focused on the learning disabled, requires an examination of forces in the environment of teacher preparation which can both facilitate and restrain such preparation.

Preparation of bilingual special educators will, of necessity, encompass an interface and interaction of two complementary disciplines, that is to say, bilingual education and special education. These two complementary disciplines have their own basic structures relative to teacher preparation, but there is little history of interaction and cooperative interface between them. Ironically, there are great similarities between the histories, needs, and purposes of bilingual education and special education. Each has 1) a specialized population unique in terms of the specific characteristics, 2) specially defined procedures of instruction, 3) specially defined instructional materials, 4) specially identified and trained teachers, administrators, supervisors, and other school personnel, 5) program requirements for special supportive personnel, such as psychologists and linguists, 6) special financial resources, funding sources, and budgets, 7) often isolated, separated, self-contained classroom environments, 8) general lack of understanding on the part of regular educators as to mission, purpose, population, and instructional methods, 9) debate and external criticism from large segments of the population as to the efficacy of program goals, methods, populations

served, 10) large numbers of students in need receiving minimal or no service, 11) significant amounts of federal regulation and dollars in the program areas, 12) significant levels of prejudice, bias, and racism directed toward program participants and professionals.

Just as there has been discussion of the need to integrate general and special education by a number of researchers, such as Maynard Reynolds (1978), Evelyn Deno (1972), and others, there are equally strong rationales for the integration of bilingual and special education. These needs to integrate have direct impact and effect upon preparation programs. For example, 1) The knowledge base is extremely limited. Given a limited knowledge base within a discipline, the strengthening of that knowledge base by the integration of complementary disciplines and research associated with those disciplines can be helpful for deduction or generalization from general theories of learning and/or organization. 2) The numbers of personnel specifically and uniquely trained are small. Again, the integration of the complementary disciplines would have the ability, given limited numbers of adequately trained personnel, to produce something that is "greater than the sum of its individual parts." 3) Specific preparation programs within institutions of higher education for bilingual special education are practically non-existent. Therefore, for institutions having preparation programs in bilingual education and special education, the integration of the complementary disciplines for the specialized preparation would, in fact, be a logical extension of resources and available organizational structures.

Although there are specific facilitators for the preparation of bilingual special education, constraints also are present.

Specifically, most special educators are aware of the difficulty and resistance that have been present in incorporating special education into general preparation. 1) There have been a number of efforts, such as Dean's grants, conferences, joint research and development, and so forth. Bilingual education has also sought such integration, and the Office of Bilingual Education has, through Title VII funds, also tried to facilitate such an integration with regular education. However, these efforts clearly indicate significant difficulty. 2) Problems of power and territoriality. It is probably a fair assumption that the two complementary disciplines of bilingual education and special education will resist integration for the purpose of preparing bilingual special educators. Power and territorial concerns are axiomatic within bureaucratic organizations. 3) A trend toward reduction in the number of areas of preparation programs. A general societal trend at this point is to reduce the "categories of training," and to talk of the creation of bilingual special education preparation clearly violates this suggested trend of reduction of categories of training. 4) Constraint of teacher preparation time. There are severe restraints due to certification patterns, the traditional four-year period of training for undergraduates, and so forth, which mitigate against a highly specialized integrated preparation program, such as bilingual special education. It is unlikely that many components of teacher preparation would be dropped, and therefore, specialized training speaks more toward the addition to, rather than the reduction of or maintenance of the same number of hours and years of preparation. 5) Insufficient numbers of personnel for recruitment. There are significant evidences of manpower shortages

within bilingual education and within special education, that is to say, there are at this time, insufficient pools of individuals for either of the two complementary disciplines, and now to speak of the need to prepare bilingual special educators and further restrict the available pool of potential trainees is a significant problem.

As an aside to further illustrate the difficulties of a population pool to draw from, it would be the assumption that most trainees would come from Spanish-speaking and/or probably Hispanic backgrounds. In a recent study of post-secondary education in California of Chicanas, (Chacon, Cohen, Camarena & Gonzalez, 1983), it was determined that, in 1979, only 2.8% of women of Mexican origin over the age of 25 had completed four or more years of college. Further evidence is the fact that only 6.4% of women of Mexican origin 16 years of age and over were employed in professional or technical occupations. The reason for using Chicanas as the illustration is that of all major population groups, Chicanas are the least educated, the most under-represented, and the poorest in terms of socio-economic status in this country, and yet represent a major pool for bilingual special education personnel.

While there has been some suggestion of facilitating forces, a specific enumeration of some of those forces could add to our knowledge of initiating efforts to prepare bilingual special educators. 1) Commonalities of experiences and backgrounds. As has already been suggested, both bilingual educators and special educators generally understand the operating modes of bias and prejudice. 2) Legislated, litigated mandates to serve the unique populations. There

are a number of pieces of legislation, such as P.L. 94-142 and Title VII regulations of 1974, as well as various litigation in both special education and bilingual education which demand that these unique educational needs be met. 3) Significant resources available. As has been mentioned, the federal government and the states have focused funding for these populations through the Office of Special Education, Title VII, and state education agency special allocations. 4) There are increasing demographic variables of support. Specifically, Hispanics are the largest minority in the Southwest, and by 1985, are projected to be the largest minority within the United States. Within the State of Texas alone, 33% of all elementary school students are Hispanic, and 37% of all kindergarten students are Hispanic (Texas Education Agency, 1981). The increasing numbers also point, with strong evidence, to increasing political influence and policy leadership. 5) There is a growing developed social conscience. There is a greater sensitivity on the part of society for serving the disadvantaged, the handicapped, linguistically different, and so forth, than was true in the past. There is still the ideal of entitlement of all within this country to an education. 6) There is a developing awareness of unserved groups of students on the part of professionals. Specifically, universities, education agencies, and other educational organizations are now more aware of and informed on the need to serve these unique populations. The fact that almost all professional associations have special interest groups devoted to these ar[illegible]ld be one evidence. 7) There are commonalities of competency and [illegible]ng required for the integration of bilingual and special education. Specifically, there are commonalities associated

with the needs for individualization of instruction, with the needs for careful diagnosis, with the needs for a relationship between instruction, diagnosis, and placement, etc. 8) There are unique opportunities to enhance training markets and bolstering enrollments and credit hour generation for institutions of higher education. The complementary disciplines represent new training markets, and, as many colleges of education are in the throes of depression, such an opportunity for the excitement of new programs, new enrollments, and increased credit hour generation has strong attraction.

Turning quickly to a model for the preparation of bilingual special education, Figure 1 presents a model which indicates that to serve bilingual exceptional students, at least three complementary disciplines must be interfaced. Specifically, bilingual special education must include many of the general components that would be associated with any teacher preparation program. Bilingual special education personnel must also receive the specialized training that would be unique and specific to the serving of bilingual students. Such content would focus upon language development, second language acquisition, cultural variables, and so forth. There is the highly specialized body of knowledge related to the preparation of the handicapped. This specialized body of knowledge is also essential to the integrated preparation of bilingual special educators. For example, they must have knowledge of the unique learning characteristics, unique physical and psychological concerns of the handicapped, specialized materials and procedures associated with serving the handicapped, and so forth. In addition to the integration of the three bodies of knowledge associated with teacher preparation, there

is the assumption that there is also a body of knowledge supportive of and unique to bilingual special education. That is to say, the sum of the competency development is more than the mere integration of three components of teacher preparation, i.e., regular education, bilingual education, and special education. Because of the almost non-existent experience with the training of bilingual special education teachers and the paucity of research in this training area, the specific unique aspects of this area are not clearly defined, nor totally identified. The following is a list of specialized content felt at this time to be appropriate for the preparation of bilingual special educators. While this is a brief and sketchy reporting of these competencies, due to the constraints of time, these areas are more fully discussed in the paper by Ortiz & Yates (1982).

1) Language skills. The bilingual special education teacher needs to demonstrate a variety of competencies related to the language, such as the ability to understand the language as spoken by native speakers, the ability to speak with fluency in both formal and informal settings, and the ability to read and write in the native language.

2) Linguistics. The teacher will need competencies associated with understanding basic concepts regarding the nature of language, recognition and acceptance of language of the home and the "standard" language as a valid system of communication, understanding of theories of first and second language acquisition, and ability to identify dialects.

3) Social foundations. Competencies associated with the identification of the structure of local communities, of contemporary lifestyles within a unique community, and the importance of community involvement.

4) Cultural foundations. The teacher will need to understand cultural variables and their effect upon student learning to discern similarities and differences between interacting cultures, to identify family structures and individual roles within families and communities.

5) Educational foundations. The teacher will need knowledge of the basic philosophy of education and of the specialized areas of bilingual education and special education, specific knowledge related to special education handicapping conditions, legislation, litigation, and so forth, specialized knowledge of a similar nature related to bilingual education legislation and litigation.

6) Human development and learning. The teacher will need an awareness of cross-cultural patterns, practices, and attitudes, as they affect cognition, affective and behavioral development of the child. The teacher will need an understanding and comprehension of intra- and inter-group conflict dynamics.

7) Psycho-personal. The teacher will need to understand basic theories and models of human development and learning, relating them to special education and to the linguistically and culturally different child, and to have an understanding of research in human development.

8) Interpersonal relations. The teacher will need to demonstrate an awareness of their own personal belief systems, their understanding and knowledge of the relationship between the teacher expectations and the expectations of the linguistically and culturally different child and the handicapped child, and an understanding of the importance of professional relationships within the school.

9) Educational programming. The teacher will need to be able to utilize assessment data to plan individual instructional programs, to understand instructional goals, and to appropriately relate them to individual children of limited English proficiency, of the handicapped child, etc., the ability to select and describe in an appropriate instructional strategy and instructional materials.

10) Developing and adapting curriculum. The teacher will need the ability to adapt curriculum to meet the needs of the handicapped non-English speaking or limited English proficient child, the ability to edit and review activities that have been prepared for other areas of education and adapt them to the handicapped limited English proficient child.

11) Evaluating and selecting learning materials. The teacher will need the ability to evaluate and have criteria for evaluation of materials and procedures appropriate to the unique learning needs of the handicapped limited English proficient child.

12) Producing learning materials. The teacher will need the ability to produce learning materials, as few at this time are specifically developed for the handicapped limited English proficient child.

13) School-community relationships. The teacher will need the ability to understand the importance of parental and community involvement.

14) Assessment. The teacher will need to demonstrate the ability to define the functions of assessment, knowledge of assessment procedures and instruments, as well as determination of the appropriateness of application of such instruments and procedures, to be able to take such data and adapt it to learning needs and situations of the handicapped limited English proficient child.

While the competencies and complications associated with preparing individuals to serve the handicapped limited English proficient child are many, the task is one which must be addressed given the increasing numbers of students who are both in need of service and, in many cases, being served inappropriately. The leadership that will need to emerge to bring about the preparation of appropriate numbers of personnel to serve this unique population will need to be sensitive to the issues of organizational change and organizational development, and will need to be skilled in many areas of the "politics" of education. However, without the emergence of such leadership from individuals such as those who fill this room today, there would be little light on the horizon. It is within the scope of the individuals within this room to begin to make a substantial impact upon the unmet needs of a significant group of individuals in our society.

## SIMILARITIES BETWEEN

## BILINGUAL EDUCATION AND SPECIAL EDUCATION

1) Specialized population unique in terms of the specific characteristics.

2) Specially defined procedures of instruction.

3) Specially defined instructional materials.

4) Specially identified and trained teachers, administrators, supervisors, and other school personnel.

5) Program requirements for special supportive personnel, such as psychologists and linguists.

6) Special financial resources, funding sources, and budgets.

7) Often isolated, separated, self-contained classroom environments.

8) General lack of understanding on the part of regular educators as to the mission, purpose, population, and instructional methods.

9) Debate and external criticism from large segments of the population relative to the efficacy of program, goals, methods, populations served, etc.

10) Large numbers of students in need receiving minimal or no service.

11) Significant amounts of federal regulation and dollars in the program areas.

12) Significant levels of prejudice, bias, and racism directed toward program participants and professionals.

## IMPACT AND EFFECT UPON PREPARATION PROGRAMS

1) Strengthening of the knowledge base.

2) Produce something that is "greater than the sum of its individual parts."

3) Logical extension of resources and available organizational structures.

## CONSTRAINTS

1) A history of difficulties in the integration of complementary disciplines.

2) Problems of power and territoriality.

3) A trend toward reduction in the number of areas of preparation programs.

4) Constraint of teacher preparation time.

5) Insufficient numbers of personnel for recruitment.

## FACILITATING FORCES

1) Commonalities of experiences and backgrounds.

2) Legislated, litigated mandates to serve the unique populations.

3) Significant resources available.

4) Increasing demographic variables of support.

5) Growing developed social conscience.

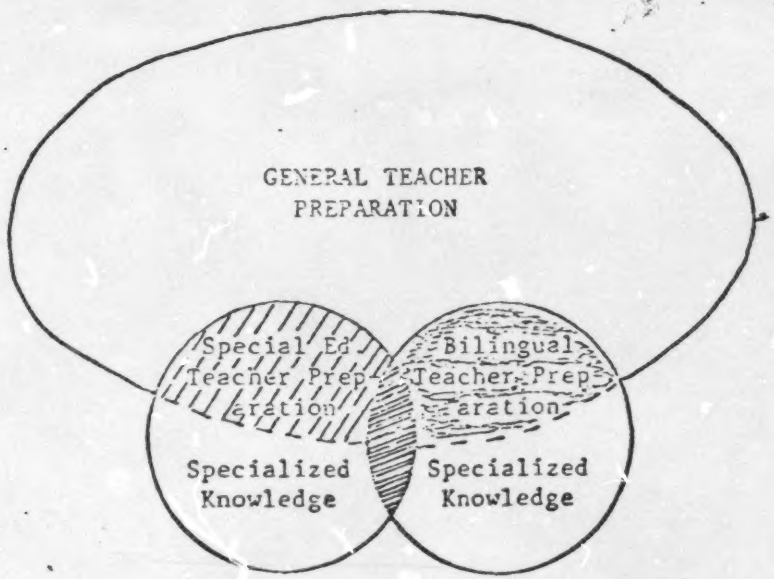
6) Developing awareness of unserved groups of students on the part of professionals.

7) Commonalities of competency and learning required for the integration of bilingual and special education.

8) Unique opportunities to enhance training markets and bolstering enrollments and credit hour generation for institutions of higher education.

FIGURE 1

GENERAL CONCEPTUAL MODEL FOR TRAINING BILINGUAL SPECIAL EDUCATORS




AREAS OF INTEGRATION, COMMON LEARNINGS TO SPECIAL EDUCATION AND BILINGUAL TEACHER PREPARATION

AREAS OF INTEGRATION, COMMON LEARNINGS TO BILINGUAL AND GENERAL TEACHER PREPARATION

AREAS OF INTEGRATION, COMMON LEARNINGS TO SPECIAL EDUCATION AND GENERAL TEACHER PREPARATION

SPECIALIZED CONTENT FOR THE PREPARATION OF
BILINGUAL SPECIAL EDUCATORS

1) Language skills.

2) Linguistics.

3) Social foundations.

4) Cultural foundations.

5) Educational foundations.

6) Human development and learning.

7) Psycho-personal.

8) Interpersonal relations.

9) Educational programming.

10) Developing and adapting curriculum.

11) Evaluating and selecting learning materials.

12) Producing learning materials.

13) School-community relationships.

14) Assessment.

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